

FCCCC President's Address
CCC Board of Trustee's Meeting
Thursday, June 7, 2012

Chairman Wolf, Chancellor Hyman, members of the board, officers of the district, faculty, staff, and all others present, good morning.

I'll begin with a few status updates to my report dated May 2, 2012, then finish with a focused comment on the topic of data.

1) In the last few weeks I have been actively participating in discussions and planning meetings with the Reinvention Task Teams. These discussions, some ongoing and some newly started, have been good, and I want to commend all CCC faculty for their work and dedication to the many initiatives being addressed, namely the Teaching Assistance Program (TAP), the new hiring software tool by Taleo, the Student Readiness pilot, and Learning Analytics and Business Intelligence. My expectation is that there will be continued dialogue on these issues, and others, throughout the summer and into the next academic year between FC4 and Reinvention.

I was able to view a demonstration of the Taleo hiring tool and was impressed with its capabilities. I did, however, explain to both Taleo and the Reinvention Project Leaders, the process by which academic departments hire faculty, so that CCC can work with Taleo to build in the necessary flexibility to accommodate the faculty hiring process. Project Leader, Semeer Gadkaree, has assured me he would address this request.

2) Professor Rosie Banks from Harold Washington College and I have completed preliminary web author training for our anticipated District Faculty Council Web Page, which we plan to launch Fall 2012 at Faculty Development Week. This web page will be an important communication tool and faculty resource for institutional information, documents, and opportunities for all CCC faculty. Professor Banks and I would like to thank Audrey Berns for her help, time, and expertise in getting the web page up and running.

3) The discussions on the State of Faculty Report are still in the preliminary stage, and FC4 will have more to report to the board on this topic at a later date.

4) This summer professors Polly Hoover, Maria Jaskot-Inclan, and myself will be working on materials which will give greater transparency and understanding to the curriculum process---otherwise known as the Proposed Academic Changes process, or PAC process, and these documents will be freely available to the entire CCC community once completed.

5) And for my last status update, I would like to briefly share with everyone two really fun faculty initiatives:

Firstly, Professor Gwendolyn May from Olive Harvey College took 37 students to Detroit, Michigan to visit the Charles. H. Wright Museum of African American History and Michigan Underground Railroad routes. The students participated in workshops, seminars, tours, and trail walks. This experience led to the construction of an informational bulletin board with photographs and comments on the students' experiences and impressions. Support for the trip was provided by Child Development Club fundraising, the Olive Harvey Student Government Association, and Administrative staff.

Secondly, Professor Charles Abrams from Truman College has built an organic chemistry lab, which in of itself, is impressive, but the bigger story here is the attention he has received from industry leaders. As it turns out, Hewlet Packard was told of Professor Abrams' lab by one of the A/V vendors, called PACE. Having worked with Professor Abrams to construct the lab, PACE told HP about the lab and suggested Truman College just might be a good place for the HP Academic Summit. And guess what? HP agreed! On June 13th 40-50 VPs, Chief Tech officers, and Chief Information Officers from mid-to-large colleges and universities around the country will head for Truman College to hear Professor Abrams speak on the building of his organic studio classroom. And to quote Professor Abrams, "Every piece of technology in the organic studio has a pedagogical goal."

And if that wasn't enough, Professor Abrams conducted a Skype interview and discussion with Brent Stockwell, author of *Quest for the Cure*, and his Chemistry 212 and 207 organic chemistry students. By all accounts the Skype technology worked seamlessly, the discussions between author and students were lively and informed, and professor Stockwell was greatly impressed by the student comments and questions!

Obviously, FC4 applauds its colleagues in these creative and faculty-driven initiatives which positively shape the life and mind of our students, and these two stories serve as examples of enriched learning. Travel and academics are a perfect fit, and when visionary faculty are given the resources to design and build state-of-the-art learning environments, great things happen. Or put another way, "If you build it, [they] will come."¹

For my focused comment, today I would like to discuss the topic of data.

A common thread throughout many of my discussions with reinvention team members, faculty, and administrators in the last year has been data, more specifically, the gathering, analysis, meaning, and use of data. To be sure, good data can be powerful, but as CCC begins to create what many have been calling "a data-driven culture," FC4 would like to express the following positions.

¹ Movie *Field of Dreams* reference.

1) The best data is long and deep so that its influence on educational policy is sound and meaningful.

2) Data should encourage and empower creativity and not restrict it.

3) Data must be nuanced and contextualized. A nuanced eye willing to look at contextualized data--rather than single numbers in isolation--leads to the best educational policy.

4) As CCC begins to expand its research projects and grant requests, the privacy of all student participants and all members of the CCC community must be protected.

5) As CCC heads down this road of establishing internal processes and structures for the gathering of Business Intelligence (BI) and Learning Analytics (LA) data, faculty must be part of the process. CCC should build off of the collaborative nature of the Key Performance Indicator project (KPI), which many faculty participated in--including myself. It was a good experience, and faculty made sound contributions. Although, I do want to acknowledge that faculty are, in fact, already involved with BI and LA, with Professor Kate Connor from Truman College leading the Learning Analytics initiative. I have had some excellent discussions with her, and this looks to be a most interesting project. With Professor Connor at the helm, I think we will be in good hands.

6) External objectivity and oversight is necessary for the integrity of research and data-gathering projects.

For all these reasons, FC4 would like to begin discussions about establishing an Institutional Review Board (IRB). I have read the CCC charter of the Data Governance Program, and it looks good, but FC4 believes that an IRB could work well with the Data Governance Team to ensure integrity to data collection and protection for human participants in our anticipated research projects. I have agreed to be part of the BI and LA team and look forward to further discussions on the topic of an Institutional Review Board.

I would like to finish by saying I have listened to many faculty members speak on this subject, and there is a common thread in these discussions. Faculty agree serious and meaningful data collection can be very empowering and help us help students achieve success. But this statement is always qualified by concerns about doing it responsibly. Establishing an IRB, which would work with the Data Governance Team, would be an excellent first step to help ensure integrity and responsibility as we begin down the road of Business Intelligence and Learning Analytics.

Thank You!

Respectfully submitted,
Christine Aguila
FC4 President